



Assessment of Upper Primary Teachers' Performance in Provincialised Schools of Hailakandi District of Assam

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ABSTRACT

Education is the acquisition of experience through all intellectual aspects. It involves all the knowledge and experiences acquired during different stages of life: infancy, childhood, adolescence, youth, manhood, or old age through any agency of education: formal, informal and non-formal. Thus education becomes the sum-total of all experiences that the child receives either in the school or outside the school. The teaching-learning process is the base for any stage of education, particularly in elementary education. Achieving the goals of the education, teaching-learning process should be standardized. So it indicates research should be done on teaching-learning process. This research work attempts to study the level of performance of the teachers in their academic activities of Upper Primary Schools at Hailakandi district.

Keywords: Education, learning, School, Teaching, Performance

Introduction

In India, education has been accorded much importance since independence as it has been prescribed that, educational development is necessary to pleasure economic and overall development of the country. Elementary education in India is the foundation on which the development of every citizen and the nation as a whole depends. Making elementary education available for all has been one of the major challenges for the government of India since independence. Elementary education constitutes a very important stage of the entire structure of education. At this stage, the formal education of a child starts. The Constitution of India (Article 45) provides for free and compulsory education for all children up to the age of 14 years. The Elementary stage of education in Assam covers classes from Class I-VIII and covers students in the age group of 6-14 years. India's new National Education Policy is set to replace the 10+2 schooling system in India with a new 5+3+3+4 system. NEP 2020 also increases the span of the Right to Education Act and will now cover ages 3 to 18, it looks at organising the total school education period so that in the Early Childhood Care Education (ECCE) or pre-school level, there is more access, affordability, accountability and universalization, and all with better quality education.

Background of the Study

Teacher performance Assessment is a performance which serves as a guide for teachers to self-assess themselves and reflects on their daily teaching practice as well as their role as a teacher. The Teacher Performance Assessment is based on 6 performance standards which reflect the expected roles and responsibilities of teacher. UP teacher is an integral part of the schooling of a child that his/her proper bridging between the lower primary and secondary education is only completed due to them. They are the key persons who build the foundation for greater field of the study of a child. For this devising a self appraisal system is considered to be a most suitable way and thus study is undertaken. The District Institute of Education and Training, Hailakandi (**DIET**) was established in the year 2014 near Hailakandi Fire Station, which is about 3 (Three) km. away from the main town. It plays a vital and meaningful role in the District Education system by imparting Education for continuous teacher professional development, School support and improvement. The institutional focus areas for DIET, Hailakandi are proposed to have (a) 2-yr D. El. Ed teacher education course to perspective elementary teachers (b) Continuous teacher professional development and training of untrained (Elementary & Secondary) teachers in the school system (c) 2-year B. Ed. Course for perspective secondary teacher (d) school improvement.

Total Educational Institution in Hailakandi (Including Govt. /Govt. aided & Private) are :

1. Lower Primary School= 1211
2. Upper Primary School=320
3. High/Higer Secondary School= 46
4. Degree College= 07
5. Professional Institution= 06

The different teacher training institutes of Hailakandi district play a vital role in the field of teacher education. There are 2 Government and 2 private teacher training institutes at Hailakandi district. These are –

Government Teacher Training Institute:-

1. Basic Training Center, Hailakandi
2. District Institute of Education & Training (DIET), Hailakandi

Private Teacher Training Institute:-

1. Dr. Sashi Bushan Institution of Education, Hailakandi
2. Katlichara B. Ed. College, Hailakandi

Objective of the Study

1. To explore the actual educational scenario of Hailakandi district with special reference to the teacher education.
2. To assess the teacher's performance level in respect of the Performance Standards through interview of the teachers and observing classes.
3. To identify the status of academic environment like classroom activities, appropriate pedagogical strategies, learning outcome of student.
4. To provide support and mentoring on teaching-learning process.
5. To make the teacher conscious about the self assessment of their level of performance.

Field of Study

Hailakandi is one of the 33 districts of Assam state in North East. It makes up to the Bakar Valley alongside Cachar and Karimganj. It was constituted as a civil division on 01/06/1989. Subsequently, it was upgraded to a district in 1989, when it was split from Cachar district.

Hailakandi District occupies an area of 1327 SQ. KM. comparatively equivalent to Iran's Qeshm Island. Out of this more than 50% is reserved forest. There are total of two reserve forests in Hailakandi Districts viz. inner line reserved forest and Katakhal reserve forest.

Hailakandi comprises notified towns viz. Hailakandi and Lala. It has five development blocks viz. Algapur, Hailakandi, Lala, Katlichera and South Hailakandi development block. There is a Mahkuma Parishad covering these 5 Development block. According to the 2011 census, Hailakandi district has a population of 659,296. In 2006, the Indian government named Hailakandi as one of the country's 250 most backward districts (out of a total of 640).

Methodology:

The study is based on mainly primary data. The secondary data also collected from different sources like official publications of governments, websites, journals both at the centre and states. The primary data are collected from 200 teachers of U.P. schools. The teachers who were working in govt. Provincialised schools are the primary respondents of this study.

Sampling Techniques

The study is based on 200 teachers of 50 U.P. schools of 3 educational blocks which are under the Hailakandi district. Schools have been selected from different areas like urban, rural, tea garden and hills.

This study covers the different aspects of Elementary Education according to the different **Performance Standards** (different level) which are as follows:-

Level 1 - **Excellent** Level 2 - **Very good** Level 3- **Good** Level 4 - **Poor**

Performance Standards:

1. Designing and learning experience.
2. Knowledge and understanding of subject matter.
3. Strategies for facilitating learning.
4. Interpersonal relational.
5. Professional development.
6. Social development.

'**Stratified sampling method**' was adopted for this study. Total no. of 50 U.P. level schools were selected from three(3) Educational Blocks viz. Hailakandi Educational Block, Lala Educational Block and Katlicherra educational block of Hailakandi District.

For this study 25 schools have been selected from rural area, 15 schools from urban area, 5 schools from tea garden area and 5 schools Hill areas selected respectively and distributed the questionnaires to the respective teachers of 50 U.P. schools of Hailakandi district.

The collected data were codified, fed into the computer and analysed. The analysed tables and statistical tests were presented with suitable interpretation.

Data Analysis

After visiting the selected number of schools, practically examined the teaching learning environment of the selected schools, assessment was done on teachers pedagogical knowledge about curriculum, professional competencies of teachers about different subjects and observed teachers teachings styles and designing their learning experiences while taking their classes, teachers inter-personal relationships and teachers involvement in different programme activities for social and overall school development.

On the basis of practical assessment of learning environment of schools and teachers performance and creativity for overall development of schools some tables are being developed in statistical manner. Among them Table No. 1, 2, 3, 4, 5 represents the educational scenario of rural, urban, tea garden and hill area and Table No. 6 shows the educational picture of the whole district of Hailakandi.

Analysis of the collected data out of 50 schools on 200 teachers of U.P. schools of Hailakandi District has been given in the following table →

The findings of the study are presented in the following tables :

Consolidation Sheet – Performance Standard

(Urban Schools)

No of Schools = 15

Total No of Teachers = 60

District = Hailakandi

Table No – 1

Performance Standards	Number of Teachers at Each Level			
	L1(1)	L2(2)	L3(3)	L4(4)
PS 1: Designing Learning Experiences	0	19	37	04
PS2: Knowledge and Understanding of Subject Matter	0	09	43	08
PS 3: Strategies for Facilitating Learning A: Creating Conducive Learning Environment	0	04	46	10
PS 3: Strategies for Facilitating Learning B: Learning Strategies and Activities	0	14	42	04
PS 3: Strategies for Facilitating Learning C: Communication Skills	0	02	35	23
PS 3: Strategies for Facilitating Learning D: Assessment and Feedback	0	23	17	20
PS 4: Interpersonal Relationship	0	08	32	20
PS 5: Professional Development	02	46	12	08
PS 6: School Development	0	07	50	03

Consolidation Sheet – Performance Standard

(Rural Schools)

No of Schools = 25

Total No of Teachers = 100

District = Hailakandi

Table No – 2

Performance Standards	Number of Teachers at Each Level			
	L1(1)	L2(2)	L3(3)	L4(4)
PS 1: Designing Learning Experiences	0	33	62	05
PS2: Knowledge and Understanding of Subject Matter	01	34	55	11
PS 3: Strategies for Facilitating Learning A: Creating Conducive Learning Environment	0	23	41	36
PS 3: Strategies for Facilitating Learning B: Learning Strategies and Activities	01	38	53	08
PS 3: Strategies for Facilitating Learning C: Communication Skills	0	27	35	38
PS 3: Strategies for Facilitating Learning D: Assessment and Feedback	03	42	46	09
PS 4: Interpersonal Relationship	0	27	43	30
PS 5: Professional Development	02	76	17	05
PS 6: School Development	0	32	52	16

**Consolidation Sheet – Performance Standard
(Tea Garden Area Schools)**

No of Schools = 05
Total No of Teachers = 20
District = Hailakandi

Table No – 3

Performance Standards	Number of Teachers at Each Level			
	L1(1)	L2(2)	L3(3)	L4(4)
PS 1: Designing Learning Experiences	0	04	16	0
PS2: Knowledge and Understanding of Subject Matter	0	04	16	0
PS 3: Strategies for Facilitating Learning A: Creating Conducive Learning Environment	0	03	17	0
PS 3: Strategies for Facilitating Learning B: Learning Strategies and Activities	0	11	08	01
PS 3: Strategies for Facilitating Learning C: Communication Skills	0	03	10	07
PS 3: Strategies for Facilitating Learning D: Assessment and Feedback	0	09	10	01
PS 4: Interpersonal Relationship	0	03	10	07
PS 5: Professional Development	0	16	01	03
PS 6: School Development	0	04	15	01

**Consolidation Sheet – Performance Standard
(Hill Area Schools)**

No of Schools = 05
Total No of Teachers = 20
District = Hailakandi

Table No – 4

Performance Standards	Number of Teachers at Each Level			
	L1(1)	L2(2)	L3(3)	L4(4)
PS 1: Designing Learning Experiences	0	04	16	0
PS2: Knowledge and Understanding of Subject Matter	0	0	18	02
PS 3: Strategies for Facilitating Learning A: Creating Conducive Learning Environment	0	0	12	08
PS 3: Strategies for Facilitating Learning B: Learning Strategies and Activities	0	16	03	01
PS 3: Strategies for Facilitating Learning C: Communication Skills	0	0	01	19
PS 3: Strategies for Facilitating Learning D: Assessment and Feedback	03	03	14	0
PS 4: Interpersonal Relationship	0	0	08	12
PS 5: Professional Development	03	13	03	01
PS 6: School Development	0	04	14	02

Consolidation Sheet – Performance Standard

Total District Final Sheet

No of Selected Schools = 50

Total No of Teachers = 200

Table – 5

Performance Standard	No of Teachers at Each Level																			
	L – 1				L – 2				L – 3				L – 4							
	Urban Area	Rural Area	Tea Garden Area	Hill Area	Total	Urban Area	Rural Area	Tea Garden Area	Hill Area	Total	Urban Area	Rural Area	Tea Garden Area	Hill Area	Total	Urban Area	Rural Area	Tea Garden Area	Hill Area	Total
PS 1: Designing Learning Experiences	0	0	0	0	0	19	33	04	04	60	37	62	16	16	131	04	05	0	0	09
PS2: Knowledge and Understanding of Subject Matter	0	01	0	0	01	09	34	04	0	47	43	54	16	18	131	08	11	0	02	21
PS 3: Strategies for Facilitating Learning A: Creating Conducive Learning Environment	0	0	0	0	0	04	23	03	0	30	46	41	17	116	10	36	0	08	54	
PS 3: Strategies for Facilitating Learning B: Learning Strategies and Activities	0	01	0	0	01	14	38	11	16	79	42	53	08	03	106	04	08	01	01	14
PS 3: Strategies for Facilitating Learning C: Communication Skills	0	0	0	0	0	02	27	03	0	32	35	35	10	01	81	23	38	07	19	87
PS 3: Strategies for Facilitating Learning D: Assessment and Feedback	0	03	0	03	06	23	42	09	03	77	17	46	10	14	87	20	09	01	0	30
PS 4: Interpersonal Relationship	0	0	0	0	0	08	27	03	0	38	32	43	10	08	93	20	30	07	12	69
PS 5: Professional Development	02	02	0	03	07	46	76	16	13	151	12	17	01	03	33	0	05	03	01	09
PS 6: School Development	0	0	0	0	0	07	32	04	04	47	50	52	15	14	131	03	16	01	02	22

Results/ Discussion

Out of 200 respondents it is found that, 65.5% responses in the district for 'Designing and Learning Experiences' responded in performance Level-3.. 65.5% of total responses in the district for 'Knowledge and Understanding of Subject Matter' responded in Level-3.. 58% of total responses in the district for 'Strategies of Facilitating Learning in the subhead of Creative Conducive Learning Environment responded in Level-3. 53% of the total response in the district for Strategies of Facilitating Learning in the subhead of Learning of Activities responded in Level-3. 43.5% of the total response in the district Level against Level- 4 for Strategies for Facilitating Learning in the subhead of Communication Skills. 43.5% of the total responses in the district Level responded against Level-2 for Strategies for Learning Facilitating under subhead Assessment and Feedback. From the study it is clear that , in interpersonal development. 46.5% of the total responses in the district have been responded against the performance Level-3. From the study, it is found that 75.5% of the total responses in the district Level responded against Level- 2 for Professional development. The study reveals that , 65.5% of the total responses in the district level responded against Level-3 for School Development.

Conclusion

Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other . After analyzing of 200 U.P. School Teachers from different area , regarding teachers assessment , it is concluded that maximum teacher performance standard according to the performance indicators are found as Level-3. Therefore the study examines and concludes that in most of the school's teachers of Hill and Tea Garden area get the Level of performance within the range Level- 2 to 3 . SCERT Assam as a state counter part of NCERT, New Delhi has been continuously working for improvement of quality school education and teacher education of the state since its inception. SCERT Assam is assisting the the Government of Assam in formulating academic policies, planning for quality improvement of School education and teacher education of the state. It is worth mentioning that SSA, RMSA, DIET ,Educational Blocks Hailakandi , are timely monitoring the different programmes activities of Education in Elementary level for reaching the target of quality education and successful implementation of different educational activities/programmes for smooth functioning of school. District level officers as well as Block level officers are visiting schools timely and supervising , inspecting , guiding , conducting training as per government guideline for overall school levelopment and all round development of students.

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